**Course: \_6th Grade\_\_\_\_\_\_\_\_\_\_ CCSS Standard Number(s): \_6.EE.2a\_\_Algebraic Expressions-letters stand for numbers\_\_\_\_\_ Days: \_2\_\_\_\_\_\_\_\_\_\_**

**Unit # and Title: \_Unit 1 Properties and Expressions\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Block(s)/Period(s): 1 2 3 4 5 6**

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| **Unit Essential Question(s):** | **How are variables used in mathematics?**  **How can we generate equivalent expressions?** | | |
| **Learning Target(s)**  **“I can statements”** | **I can translate a verbal description into an algebraic expression.** | | |
| **Essential Vocabulary** | **Algebraic expression Terms**  **Sum Product**  **Quantity Quotient** | | |
| **Resources and Materials** | **Teacher** | | **Student** |
| **Power Point Variable and Verbal Expressions**  **Worksheet Variable and Verbal Expressions**  **I Have, Who Has Game**  **Paper/Markers for Foldable/GO/Chart** | | **Glencoe Practice Skills 1-4**  **Construction Paper**  **Crayons, pencils, ruler, color pencils** |
| **8 Mathematical Practices:** | | | |
| 1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics. | | 5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | |
| **Activating Strategy**  **(Opening Activity)** | [**Foldable/Graphic Organizer/Words to Know Chart**](file:///C:\Documents%20and%20Settings\Administrator\Local%20Settings\Temporary%20Internet%20Files\Content.IE5\SVSV8F2T\Unit%201%20Lesson%20Plans\Operations%20Chart%20(1).docx)  **Teacher will model how to fold the paper hamburger by hamburger, leaving 4 sections. Teacher will model how to label each section (addition, subtraction, multiplication, and division).**  **Teacher will ask students if they know any words that mean either add, subtract, multiply, or divide. Teacher will fill in student responses.**  **Teacher will use the above chart as a guide for all the words to fill in.** | | |
| **Cognitive Teaching Strategies**  **Me/We/Few/You**  **(TIP-Teacher input**  **SAP-Student actively participates**  **GP – Guided Practice**  **IP-Independent Practice)** | [**Power Point**](file:///E:\Power%20Point%20Presentation\Expressions.ppt)**: Variable and Verbal Expression**  **Worksheet:** [**Variable and Verbal Expressions**](file:///E:\HW%20VariablesExpressions.doc)  **I Have, Who Has Game: Teacher make two sets of cards. One with verbal expressions and the other card with numerical expressions. Students will match the cards. Teacher will monitor to check for student understanding.** | | |
| **Summarizing Strategy**  **(Closing Activity)** | **Ticket out the door: Teacher creates a question that comes from the I can statement to check for immediate understanding of the lesson taught.**  **Four Corners: Teacher will place written Numeric Expressions in the corner and the students break into groups to translate to a written Expression.** | | |
| **Assessment/Homework** | **Complete Worksheet: Variable and Verbal Expressions** | | |
| **Extending/Refining** | **Glencoe Practice Skills 1-4** | | |